NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

180 School No. 14

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON	School:14
Chief School Administrator: DR. DONNIE EVANS	Address: 522 Union Avenue Paterson 07522
Chief School Administrator's E-mail:devans@paterson.k12.nj.us	Grade Levels: k-4
Title I Contact: Marguerite Sullivan	Principal: Mr. Hilburn sparrowII
Title I Contact E-mail: msullivan@paterson.k12.nj.us	Principal's E-mail: hsparrow@paterson.k12.nj.us
Title I Contact Phone Number: (973) 321 - 1000	Principal's Phone Number: (973) 321-0141

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held _____3_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ ___47,500.00___ , which comprised _____% of the school's budget in 2014-2015.

- State/local funds to support the school will be $___48,150.00___ , which will comprise __33___% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
School Based Literacy Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	$21,574.00
School Based Literacy Supervisor Benefits			Benefit	$7,434.00
School Based Math Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	$34,234.00
School Based Math Supervisor Benefits			Benefit	$8,530.00
School Based Bil/ELL Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	$14,178.00
School Based Bil/ELL Supervisor Benefits			Benefit	$5,428.00
School Based Data Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	$4,002.00
School Based Data Supervisor Benefits			Benefit	$1,483.00

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

*Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Hilburn Sparrow	Principal	Yes	Yes	Yes	
Louann Crotty	Teacher/Reading Intervention		Yes		
Alexis Canonico	Supervisor /Literacy		Yes	Yes	
Robert Salviano	Supervisor/Mathematics		Yes	Yes	
Jessica Jimenez	Instructional Assistant		Yes	Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	**No**	**Yes**	**No**
May 18, 2015 May 26, 2016	Principal's Office	Comprehensive Needs Assessment	Yes		Yes	
May 18, 2015 May 26, 2016	Principal's Office	Schoolwide Plan Development	Yes		Yes	
June 11, 2015	Principal's Office	Program Evaluation	Yes			

***Add rows as necessary**.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	School 14 will be noted for quality education, providing the basis for students to become life-long learners as well as moral, ethical, and compassionate people. A partnership of staff, students, parents, and community will prepare ALL students to become college and career ready.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

2. We implemented the plan.

3. What were the strengths of the implementation process?

4. Students continued to grow as confident and successful learners. They enjoyed classroom instruction and continued to sharpen their academic skills.

5. What implementation challenges and barriers did the school encounter?

6. Staffing, teacher schedules and inclement weather days during the winter months affected all schedules.

7. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

8. Support staff and classroom teachers working together and collaborating to ensure student success. Weaknesses were interruptions of service due to staff being pulled for state testing and substitute teachers not being provided.

9. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

   All stakeholders have a common belief that collaborating and sharing strategies to improve student performance is necessary at School 14.

10. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

11. Following the Professional Standards for Teachers, our dispositions were set to higher standards and we continue to use this

    document as an ongoing resource.

12. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

    NA

13. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

    The delivery of instruction, as in the past, continues to be data driven. STAR, Unit Assessments and State assessments provided us

    with information to differentiate and group by student ability levels.

14. How did the school structure the interventions?

    As data was updated so were student groups.

15. How frequently did students receive instructional interventions?

    Intervention periods were built into schedules.

16. What technologies did the school use to support the program?

    Computers and smart Boards are available and used in all classrooms.

17. Did the technology contribute to the success of the program and, if so, how?

Computers were unreliable due to technology issues on many days. Teacher interventions have again proven to be more effective.

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	NJASK 9 out of 34 students were proficient	Not yet available	• Academic Rigor • Small Group (data driven) instruction • Technology to provide practice • Rubric scoring • Differentiating Instruction • Supervisor's feedback from walkthroughs	• Disruptive students and poor prerequisite skills hindered student performance.
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	NJASK 2 out of 34 students were advanced proficient and 7 were proficient	Not yet available	- Academic Rigor - Small Group (data driven) instruction - Technology to provide practice - Rubric scoring - Differentiating Instruction - Supervisor's feedback from walkthroughs	Disruptive students and poor prerequisite skills hindered student performance
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten			NA	
Kindergarten			- Individualized Attention - Data driven grouping - Academic rigor - Accountable Talk	Interventions were successful based on STAR results and Unit Assessments, showing growth and mastery of CORE.

			Interventions	Description
			• SRA Imagine it! (Phonics) • IFL Units • Writer's Workshop • Differentiated classroom instruction • Classroom Intervention periods • Learning centers	
Grade 1			• Data driven grouping • Academic rigor • Accountable Talk • SRA Imagine it! (Phonics) • IFL Units • Writer's Workshop • Differentiated classroom instruction • Classroom Intervention periods • Learning centers	Interventions were successful based on STAR results and Unit Assessments, showing growth and mastery of CORE
Grade 2			• Data driven grouping • Academic rigor • Accountable Talk • SRA Imagine it! (Phonics) • IFL Units • Writer's Workshop • Differentiated classroom instruction • Classroom Intervention periods • Learning centers	Interventions were successful based on STAR results and Unit Assessments, showing growth and mastery of CORE
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten			NA	
Kindergarten			• Data driven grouping • Academic rigor	Interventions were successful based on STAR results and unit assessments comparisons.

			• Accountable Talk • IFL Units • Differentiated classroom instruction • Classroom Intervention periods • Learning centers	
Grade 1			• Data driven grouping • Academic rigor • Accountable Talk • IFL Units • Data driven grouping • Accountable Talk • IFL Units • Differentiated classroom instruction • Classroom Intervention periods • Learning centers • Differentiated classroom instruction • Classroom Intervention periods • Learning centers	Interventions were successful based on STAR results and unit assessments comparisons.
Grade 2			• Data driven grouping • Academic rigor • Accountable Talk • IFL Units • Data driven grouping • Accountable Talk • IFL Units • Differentiated classroom instruction • Classroom Intervention periods • Learning centers • Differentiated classroom instruction • Classroom Intervention periods • Learning centers	Interventions were successful based on STAR results and unit assessments comparisons.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	• Intervention Groups • Resource Room Intervention • Resource Room Intervention	No No(grK-2) Yes(gr3-4)	Work Samples	• Students had difficulty completing grade level assignments. • Resource room teacher was out disabled from October 2014- through June 2015. • Teachers record documentation as per IEP's.
Math	Students with Disabilities	• Intervention Groups • Resource Room Intervention • Resource Room Intervention	No No(grK-2) Yes(gr3-4)	Work Samples	• Students had difficulty completing grade level assignments. • Resource room teacher was out disabled from October 2014- through June 2015. • Teachers record documentation as per IEP's.
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	• Intervention Groups • Pull out ELL instruction	Yes	Work Samples	• Students successfully completed small group tasks when instructed in their native language. • ELL teacher reached her SGO based on student success.
Math	ELLs	• Intervention Groups • Pull out ELL instruction	Yes	Work Samples	• Students successfully completed small group tasks when instructed in their native language. • ELL teacher reached her SGO based on student success.
ELA	Economically Disadvantaged	• Intervention Groups • Library Program • Conferring in Writer's Workshop • Accountable Talk	Yes Yes Yes Yes	Work samples(rubric scored) Alexandra Library System Documentation Teacher's Logs Classroom Walkthroughs	• Students were able to complete 95% of given assignments. • Data indicates that over 3,000 Library books have been circulated. • All students that have been conference with individually have demonstrated improvement as seen in student work sample folders. • Classroom Walkthroughs records show that teachers are using Accountable Talk in classroom intervention sessions.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)	
Math	Economically Disadvantaged	• Intervention Groups	Yes	Rubric scored work samples	• Students were able to complete tasks in small groups when given step by step personalized instruction.	
		• Prompting questions to invoke critical thinking when solving problems(IFL)	Yes	IFL work samples	• Teacher logs which indicate completed tasks.	
		• Accountable Talk	Yes	Walkthroughs	• Walkthrough sheets indicate the use of accountable Talk during intervention.	
ELA		• Intervention Groups	Yes	Work samples(rubric scored)	• Intervention Groups	
		• Library Program	Yes	Alexandra Library System Documentation	• Prompting questions to invoke critical thinking when solving problems(IFL)	
		• Conferring in Writer's Workshop	Yes	Teacher's Logs	• Accountable Talk	Yes
		• Accountable Talk	Yes	Classroom Walkthroughs		

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math		• Intervention Groups	Yes	Rubric scored work samples	• Students were able to complete tasks in small groups when given step by step personalized instruction.
		• Prompting questions to invoke critical thinking when solving problems(IFL)	Yes	IFL work samples	• Teacher logs which indicate completed tasks.
		• Accountable Talk	Yes	Walkthroughs	• Walkthrough sheets indicate the use of accountable Talk during intervention.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	• Jump Start(grades k-3) • CEIS • PARCC • Jump Start Summer Program	Yes Unsure at this time Unsure at this time New program for summer 2015	Student work samples Program and documentation have not been completed. PARCC results are not yet available.	Teachers report homework is correctly completed and students have a better understanding of content.
Math	Students with Disabilities	• Jump Start(grades k-3) • CEIS • PARCC • Jump Start Summer Program	Yes Unsure at this time Unsure at this time New program	Student work samples Program and documentation have not been completed. PARCC results are not yet available.	Teachers report homework is correctly completed and students have a better understanding of content.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
			for summer 2015		
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	• Jump Start (grades k-3) • CEIS • PARCC • Jump Start Summer Program	Yes Unsure at this time Unsure at this time New program for summer 2015	Student work samples Program and documentation have not been completed. PARCC results are not yet available.	Teachers report homework is correctly completed and students have a better understanding of content.
Math	ELLs	• Jump Start(grades k-3)	Yes	Student work samples	Teachers report homework is correctly completed and students have a better understanding of content.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		• CEIS	Unsure at this time	Program and documentation have not been completed. PARCC results are not yet available.	
		• PARCC	Unsure at this time		
		• Jump Start Summer Program	New program for summer 2015		
ELA	Economically Disadvantaged	• Jump Start(grades k-3)	Yes	Student work samples	Teachers report homework is correctly completed and students have a better understanding of content.
		• CEIS	Unsure at this time	Program and documentation have not been completed. PARCC results are not yet available.	
		• PARCC	Unsure at this time		
		• Jump Start Summer Program	New program for summer 2015		

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Economically Disadvantaged	• Jump Start(grades k-3)	Yes	Student work samples	Teachers report homework is correctly completed and students have a better understanding of content.
		• CEIS	Unsure at this time	Program and documentation have not been completed.	
		• PARCC	Unsure at this time	PARCC results are not yet available.	
		• Jump Start Summer Program	New program for summer 2015		
ELA		• Jump Start(grades k-3)	Yes	Student work samples	Teachers report homework is correctly completed and students have a better understanding of content.
		• CEIS	Unsure at this time	Program and documentation have not been completed.	
		• PARCC	Unsure at this time	PARCC results are not yet available.	
		• Jump Start			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Summer Program	New program for summer 2015		
Math		• Jump Start(grades k-3)	Yes	Student work samples	Teachers report homework is correctly completed and students have a better understanding of content.
		• CEIS	Unsure at this time	Program and documentation have not been completed.	
		• PARCC	Unsure at this time	PARCC results are not yet available.	
		• Jump Start Summer Program	New program for summer 2015		

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	School Based Training: High Expectations Infinite Campus/Grade Book PARCC Summative Evaluations On Site School Based Supervisor Training: Comprehension Clubs/ Model Lessons Wonderworks/Model lessons SRA Phonics refresher Sessions Accountable Talk Multiple Response Strategies District Training: IFL Units Writer's Workshop Phonics	Yes Yes	SGO Managing Grade Book Test Administration Unit assessments Unit Assessments Phonics Proficiency Walkthroughs	All teachers raised the bar and met their SGO's.(100%) All staff became proficient in managing Infinite Campus.(100%) PARCC testing was completed with a minimal of irregularity reports. Unit assessments, as recorded in this report, indicated an increase in scores at all grade levels. Walkthroughs indicate that Accountable talk and Multiple Response strategies are being used at all grade levels. Principal Observations also indicate that all staff is on board with the above.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Students with Disabilities	School Based Training High Expectations Infinite Campus PARCC NJASK Science Summative Evaluations Review District Training; IFL Units Science	Yes Unsure at this time Unsure at this time New program	Student work samples Program and documentation have not been completed. PARCC results are not yet available.	Teachers report homework is correctly completed and students have a better understanding of content.

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Common Core	for summer 2015		
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	School Based Training: High Expectations Infinite Campus/Grade Book PARCC Summative Evaluations On Site School Based Supervisor Training: Comprehension Clubs/ Model Lessons Wonderworks/Model	Yes	SGO Managing Grade Book Test Administration Unit assessments	All teachers raised the bar and met their SGO's.(100%) All staff became proficient in managing Infinite Campus.(100%) PARCC testing was completed with a minimal of irregularity reports.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		lessons SRA Phonics refresher Sessions Accountable Talk Multiple Response Strategies District Training: IFL Units Writer's Workshop Phonics Comprehension Clubs	Yes	Unit Assessments Phonics Proficiency Walkthroughs	Unit assessments, as recorded in this report, indicated an increase in scores at all grade levels. Walkthroughs indicate that Accountable talk and Multiple Response strategies are being used at all grade levels. Principal Observations also indicate that all staff is on board with the above.
Math	ELLs	School Based Training High Expectations Infinite Campus PARCC Summative Evaluations Review District Training; IFL Units Science Common Core	Yes Yes	Unit Assessments IFL Scored Samples Walkthroughs	Unit assessments, as recorded in this report, indicated an increase in scores at all grade levels. Walkthroughs indicate that Accountable talk and Multiple Response strategies are being used at all grade levels. Principal Observations also indicate that all staff is on board with the above

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	<u>School Based Training:</u> High Expectations Infinite Campus/Grade Book PARCC Summative Evaluations <u>On Site School Based Supervisor Training:</u> Comprehension Clubs/ Model Lessons Wonderworks/Model lessons SRA Phonics refresher Sessions Accountable Talk Multiple Response Strategies <u>District Training:</u> IFL Units Writer's Workshop Phonics	Yes Yes	SGO Managing Grade Book Test Administration Unit assessments Unit Assessments Phonics Proficiency Walkthroughs	All teachers raised the bar and met their SGO's.(100%) All staff became proficient in managing Infinite Campus.(100%) PARCC testing was completed with a minimal of irregularity reports. Unit assessments, as recorded in this report, indicated an increase in scores at all grade levels. Walkthroughs indicate that Accountable talk and Multiple Response strategies are being used at all grade levels. Principal Observations also indicate that all staff is on board with the above.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Economically Disadvantaged	<u>School Based Training</u> High Expectations Infinite Campus PARCC NJASK Science Summative Evaluations Review <u>District Training;</u> IFL Units Science Common Core	Yes Yes	Unit Assessments IFL Scored Samples Walkthroughs	Unit assessments, as recorded in this report, indicated an increase in scores at all grade levels. Walkthroughs indicate that Accountable talk and Multiple Response strategies are being used at all grade levels. Principal Observations also indicate that all staff is on board with the above

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA		School Based Training: High Expectations Infinite Campus/Grade Book PARCC Summative Evaluations	Yes	SGO Managing Grade Book Test Administration Unit assessments	All teachers raised the bar and met their SGO's.(100%) All staff became proficient in managing Infinite Campus.(100%) PARCC testing was completed with a minimal of irregularity reports.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		On Site School Based Supervisor Training: Comprehension Clubs/ Model Lessons Wonderworks/Model lessons SRA Phonics Refresher Sessions Accountable Talk Multiple Response Strategies District Training: IFL Units Writer's Workshop Phonics Comprehension Clubs	Yes	Unit Assessments Phonics Proficiency Walkthroughs	Unit assessments, as recorded in this report, indicated an increase in scores at all grade levels. Walkthroughs indicate that Accountable talk and Multiple Response strategies are being used at all grade levels. Principal Observations also indicate that all staff is on board with the above.
Math		School Based Training High Expectations Infinite Campus PARCC NJASK Science Summative Evaluations Review	Yes	Unit Assessments	Unit assessments, as recorded in this report, indicated an increase in scores at all grade levels.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		District Training; IFL Units Science Common Core	Yes	IFL Scored Samples Walkthroughs	Walkthroughs indicate that Accountable talk and Multiple Response strategies are being used at all grade levels. Principal Observations also indicate that all staff is on board with the above

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent Conferences	Yes	Sign In Sheets	Approximately 70% of our parents attended. About 10% more made private conferences.
		Class Parents			All classrooms had two parent volunteers. (class parents)
		Fun Day			Fun Day will be held in June. We hope to have at least twenty parent volunteers.
		Award Ceremonies			90% of the children receiving awards are represented by parents.(these are held quarterly)

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Students with Disabilities	Parent Conferences	Yes	Sign In Sheets	Approximately 70% of our parents attended. About 10% more made private conferences.
		Class Parents			All classrooms had two parent volunteers. (class parents)
		Fun Day			Fun Day will be held in June. We hope to have at least twenty parent volunteers.
		Award Ceremonies			90% of the children receiving awards are represented by parents.(these are held quarterly)
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	Parent Conferences	Yes	Sign In Sheets	Approximately 70% of our parents attended. About 10% more made private conferences.
		Class Parents			All classrooms had two parent volunteers. (class parents)
		Fun Day			Fun Day will be held in June. We hope to have at least twenty parent volunteers.
		Award Ceremonies			90% of the children receiving awards are represented by parents.(these are held quarterly)
Math	ELLs	Parent Conferences	Yes	Sign In Sheets	Approximately 70% of our parents attended. About 10% more made private conferences.
		Class Parents			All classrooms had two parent volunteers. (class parents)
		Fun Day			Fun Day will be held in June. We hope to have at least twenty parent volunteers.
		Award Ceremonies			90% of the children receiving awards are represented by parents.(these are held quarterly)

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	Parent Conferences	Yes	Sign In Sheets	Approximately 70% of our parents attended. About 10% more made private conferences.
		Class Parents			All classrooms had two parent volunteers. (class parents)
		Fun Day			Fun Day will be held in June. We hope to have at least twenty parent volunteers.
		Award Ceremonies			90% of the children receiving awards are represented by parents.(these are held quarterly)
Math	Economically Disadvantaged	Parent Conferences	Yes	Sign In Sheets	Approximately 70% of our parents attended. About 10% more made private conferences.
		Class Parents			All classrooms had two parent volunteers. (class parents)
		Fun Day			Fun Day will be held in June. We hope to have at least twenty parent volunteers.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Award Ceremonies			90% of the children receiving awards are represented by parents.(these are held quarterly)
ELA		Parent Conferences	Yes	Sign In Sheets	Approximately 70% of our parents attended. About 10% more made private conferences.
		Class Parents			All classrooms had two parent volunteers. (class parents)
		Fun Day			Fun Day will be held in June. We hope to have at least twenty parent volunteers.
		Award Ceremonies			90% of the children receiving awards are represented by parents.(these are held quarterly)
Math		Parent Conferences	Yes	Sign In Sheets	Approximately 70% of our parents attended. About 10% more made private conferences.
		Class Parents			All classrooms had two parent volunteers. (class parents)

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Fun Day Award Ceremonies			Fun Day will be held in June. We hope to have at least twenty parent volunteers. 90% of the children receiving awards are represented by parents.(these are held quarterly)

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	- PARCC(grades 3 and 4) will be used in September 2015 - STAR Reading(grades 2-4) - STAR early literacy (kindergarten) - NJDOE unit assessments	Grades 3 and 4/ PARCC results are not yet available. **STAR (All subgroups included):** Kindergarten-68% Grade 1-73% Grade 2- 67% Grade 3 – 48%%
Academic Achievement - Writing	- Rubric scored writing Samples - Unit Assessments - Journals - Portfolio Samples - PARCC for grades 3 and 4 to be used in September 2015.	Rubric scored work indicates 4 for scores.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement - Mathematics	• PARCC for grades 3 and 4 to be used in September 2015. • NJDOE Unit Assessments	**STAR(All subgroups included):** Kindergarten-NA Grade 1-65% Grade 2-57% Grade 3-62% Grade 4-64%
Family and Community Engagement	• Home School Council Meetings • Class Parents • Fun Day Volunteers	• This year there were no Home school Council Meetings. • An average of 24 parents volunteered and served as class parents. • Approximately 20 parents volunteered to assist in our school's Fun Day.
Professional Development	• District Trainings • Grade Level meetings • Community meetings • In Service (school based) Sessions	• Professional Development was provided according to the district calendar. • Grade level and Community meetings were attended by all staff and included training in data, Strategies to improve instruction and the implementation of the Common Core Standards.
Leadership	• Walkthroughs • Observations • Lesson plans • Teacher Conferences	• To monitor instruction, walkthroughs and observations were conducted on a daily basis throughout the school year. This allowed for immediate feedback to all teachers.
School Climate and Culture	• Staff attendance • Student attendance • Student suspensions • Incidents of bullying	• Staff attendance=88.8% • Student attendance=96% • There have been 20 instances of suspension.
School-Based Youth Services		
Students with Disabilities	• 504 plans	• 2014-2015 PARCC will be used in September to assess progress .

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	• IEP Plans • All literacy and math strategies as listed above	
Homeless Students	NA	
Migrant Students	NA	
English Language Learners	All literacy and math strategies as listed above	• As listed above
Economically Disadvantaged	All literacy and math strategies as listed above	• As listed above

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

   Administration continuously reviewed data in both literacy and mathematics. The data was analyzed at both grade levels and with individual teachers and results were used to determine areas of focus.

2. What process did the school use to collect and compile data for student subgroups?

   Student performance was monitored and data was given to all stakeholders during data sessions at grade level meetings.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

   Data is valid and reliable because it is scientifically based and administered consistently to all students.

4. What did the data analysis reveal regarding classroom instruction?

   Classroom instruction, although differentiated, must continuously change with the addition of new student data.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

   The data tells us that more time is again needed for job embedded professional development that does not take away teacher's time from instruction. There is also a need to increase Academic Rigor.

6. How does the school identify educationally at-risk students in a timely manner?

7. The school I&RS Team meets on every B Day to identify and discuss the performance of at risk students. Action plans are developed and modified throughout the year. Strategies are implemented for six weeks in order to evaluate their effectiveness. Parents, Teachers, and advocates take part in this process.

8. How does the school provide effective interventions to educationally at-risk students?

   Students are instructed keeping in mind all modifications and accommodations.

9. How does the school address the needs of migrant students?

   NA

10. How does the school address the needs of homeless students?

    NA

11. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

    Teachers are afforded the opportunity to analyze data at grade level as well as community meetings.

12. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

NA

13. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

Staff were included in identifying the root causes and in determining what strategies did or did not work during this past school year.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Differentiation of instruction	Academic Rigor
Describe the priority problem using at least two data sources	• Based on Unit assessments and STAR we have determined that differentiation is still a strategy that is needed but one that is still difficult to implement.	• Students have not developed the capacity to understand content that is complex, ambiguous, and thought provoking. We must again target this area in order to achieve increased student performance.
Describe the root causes of the problem	• Teachers continue to struggle to provide appropriate levels of instruction that take into account learner's strengths interests, and needs.	• We need to raise the level of cognitive demand of what is taught and continue to aim for higher expectations.
Subgroups or populations addressed	• All student sub groups are in need .	• All student sub groups are in need
Related content area missed (i.e., ELA, Mathematics)	• ELA and mathematics	• ELA, mathematics and Science
Name of scientifically research based intervention to address priority problems	• Research shows that student success is based on quality instruction. (Learning Forward)	• Center for Educational Improvement, "Each student is supported so he or she can learn at high levels."
How does the intervention align with the Common Core State Standards?	• Common Core Standards guide the curriculum.	• Common Core Standards guide the curriculum

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Family and Community Engagement	
Describe the priority problem using at least two data sources	• Report Card and parent Conference sign in sheets indicate that at least 30% of our parents do not attend.	
Describe the root causes of the problem	• Our school does not have a parent Liaison assigned to work with us.	
Subgroups or populations addressed	• All sub groups must be addressed.	
Related content area missed (i.e., ELA, Mathematics)	• All areas are a concern since parental support is needed.	
Name of scientifically research based intervention to address priority problems	• Public School Review, "Parental involvement enhances academic performance."	
How does the intervention align with the Common Core State Standards?	• We need the support of parents and community in all areas of the curriculum.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
*ESEA §1114(b)(I)(B) strengthen the core academic program in the school;*
ELA	Students with Disabilities	Small Group Instruction Writer's Workshop	Principal Teachers	STAR Unit Assessments PARCC	University of Pittsburgh Study IES-Teaching Elementary School Students To Be Effective Writers/NCEE 2012
Math	Students with Disabilities	Grades 3 and 4(Successmaker)	Math Teachers	Summary Reports	District Program
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Small Group Instruction ELL Push in and pull out instruction	ELL Instructor Classroom Teachers	STAR Unit Assessments PARCC	University of Pittsburgh Study IES-Teaching Elementary School Students To Be Effective Writers/NCEE 2012
Math	ELLs	Small Group Instruction ELL Push in and pull out instruction	ELL Instructor Classroom Teachers	Summary Reports Classroom tests PARCC	District Program
ELA	Economically Disadvantaged	Small Group Instruction Writer's Workshop	Principal Teachers	STAR Unit Assessments PARCC	University of Pittsburgh Study IES-Teaching Elementary School Students To Be Effective

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

				ESEA §1114(b)(I)(B) *strengthen the core academic program in the school*;	
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					Writers/NCEE 2012
Math	Economically Disadvantaged	Small Group Instruction IFL Units	Principal Teachers	Increased student performance in math.	IES- Response To Intervention: Moving Evidence On What Works Into Practice/2009
ELA	All	Intervention Periods	Principal Teachers	Increased student performance in literacy	IES- Teaching Elementary School Students To Be Effective Writers/NCEE 2012
Math	All	Intervention Periods	Principal Teachers	Increased student performance in math.	IES- Response To Intervention: Moving Evidence On What Works Into Practice/2009

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

				ESEA §1114(b)(I)(B) *increase the amount and quality of learning time, such as providing an* extended school year and before- and after-school and summer programs and opportunities*, and help provide an enriched and accelerated curriculum;*	
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	*PARCC After School *Jump Start Summer School	Administrator	As indicated by each program	District programs
Math	Students with Disabilities	*PARCC After School *Jump Start	Administrator	As indicated by each program	District programs

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Summer School			
ELA	Homeless	NA			
Math	Homeless	NA			
ELN	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	*PARCC After School *Jump Start Summer School	Administrator	As indicated by each program	District programs
Math	ELLs	*PARCC After School *Jump Start Summer School	Administrator	As indicated by each program	District programs
ELA	Economically Disadvantaged	*PARCC After School *Jump Start Summer School	Administrator	As indicated by each program	District programs
Math	Economically Disadvantaged	*PARCC After School *Jump Start Summer School	Administrator	As indicated by each program	District programs
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	- Job embedded PD at grade level meetings - Writer's Workshop - Data Team Meetings - PLC'S - Common Planning Time - Community Meetings	- Principal - On Site supervisors		IES-Response To Intervention: Moving Evidence On What Works Into Practice/2009 N J Professional Development Standards: Learning Community Collaboration
Math	Students with Disabilities	- Job embedded PD at grade level meetings - Writer's Workshop - Data Team Meetings - PLC'S - Common Planning Time - Community Meetings	- Principal - On Site supervisors		IES-Response To Intervention: Moving Evidence On What Works Into Practice/2009 N J Professional Development Standards: Learning Community Collaboration

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		• Science Initiative			
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	• Job embedded PD at grade level meetings • Writer's Workshop • Data Team Meetings • PLC'S • Common Planning Time • Community Meetings	• Principal • On Site supervisors		IES-Response To Intervention: Moving Evidence On What Works Into Practice/2009 N J Professional Development Standards: Learning Community Collaboration
Math	ELLs	• Job embedded PD at grade level meetings • Writer's Workshop	• Principal • On Site supervisors		IES-Response To Intervention: Moving Evidence On What Works Into Practice/2009

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		• Data Team Meetings • PLC'S • Common Planning Time • Community Meetings • Science Initiative			N J Professional Development Standards: Learning Community Collaboration
ELA	Economically Disadvantaged	• Job embedded PD at grade level meetings • Writer's Workshop • Data Team Meetings • PLC'S • Common Planning Time • Community Meetings	• Principal • On Site supervisors		IES-Response To Intervention: Moving Evidence On What Works Into Practice/2009 N J Professional Development Standards: Learning Community Collaboration
Math	Economically Disadvantaged	• Job embedded PD at grade level meetings • Writer's	• Principal • On Site supervisors		IES-Response To Intervention: Moving Evidence On What Works Into

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Workshop • Data Team Meetings • PLC'S • Common Planning Time • Community Meetings • Science Initiative			Practice/2009 N J Professional Development Standards: Learning Community Collaboration
ELA		Same as above			
Math		Same as above			

Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

All stakeholders, at School 14, will share the responsibility for evaluating the schoolwide program. Reviews will be conducted under the Administrator's supervision.

2. What barriers or challenges does the school anticipate during the implementation process?

   Staffing issues are still a concern at school 14.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   Meetings and September 1 and 2, 2015, staff inservice days will be utilized to bring staff on board for the new school year's program.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   Surveys will be used and reviewed to gauge the perceptions of staff members.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   Surveys will also be used in order to gauge the perceptions of community members.

6. How will the school structure interventions?

   Intervention periods have been built into all classroom teachers' schedules. When new data is released we will revisit the number of periods per six day cycle to see if they are sufficient.

7. How frequently will students receive instructional interventions?

   Students will receive interventions three out of six days as it is presently scheduled.

8. What resources/technologies will the school use to support the schoolwide program?

9. Limited and outdated technology is a concern of all staff members.

10. What quantitative data will the school use to measure the effectiveness of each intervention provided?

District testing will be utilized to measure effectiveness as well district unit assessments.

11. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

The school will disseminate results at school grade level meetings and parent conference nights.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Involve parents in all aspects of the educational process.	All Staff Administrator	At least 80% of parents will attend district conference nights. Sign in sheets will be used to measure success. Class Parent program will continue.	NJ Department of Education
Math	Students with Disabilities	Involve parents in all aspects of the educational process.	All Staff Administrator	At least 80% of parents will attend district conference nights. Sign in sheets will be used to measure success. Class Parent program will continue.	NJ Department of Education
ELA	Homeless	NA	NA		
Math	Homeless	NA	NA		
ELA	Migrant	NA	NA		
Math	Migrant	NA	NA		
ELA	ELLs	Involve parents in all aspects of the educational process.	All Staff Administrator	At least 80% of parents will attend district conference	NJ Department of Education

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				nights. Sign in sheets will be used to measure success. Class Parent program will continue.	
Math	ELLs	Involve parents in all aspects of the educational process.	All Staff Administrator	At least 80% of parents will attend district conference nights. Sign in sheets will be used to measure success. Class Parent program will continue.	NJ Department of Education
ELA	Economically Disadvantaged	Involve parents in all aspects of the educational process.	All Staff Administrator	At least 80% of parents will attend district conference nights. Sign in sheets will be used to measure success. Class Parent program will continue.	NJ Department of Education
Math	Economically Disadvantaged	Involve parents in all aspects of the educational process.	All Staff Administrator	At least 80% of parents will attend district conference nights. Sign in sheets will be used to measure success. Class Parent program will continue.	NJ Department of Education
ELA		Involve parents in all aspects	All Staff	At least 80% of parents will	NJ Department of Education

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		of the educational process.	Administrator	attend district conference nights. Sign in sheets will be used to measure success. Class Parent program will continue.	
Math		Involve parents in all aspects of the educational process.	All Staff Administrator	At least 80% of parents will attend district conference nights. Sign in sheets will be used to measure success. Class Parent program will continue.	NJ Department of Education

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

   Based on the premise that increased parent involvement leads to increased student achievement, we would like to strive for a 10% increase in the number of parents involved at school 14. Included in this percentage is the initiation of a Home School Council.

2. How will the school engage parents in the development of the written parent involvement policy?

   Parents will be asked to assist in the development of the written parent policy for 2015-2016.

3. How will the school distribute its written parent involvement policy?

   The Parent Involvement Policy will be presented and reviewed by the school Administrator at the September 2015 Back to School Night.

4. How will the school engage parents in the development of the school-parent compact?

   The school Administrator will meet with parents to engage them in the review and development.

5. How will the school ensure that parents receive and review the school-parent compact?

   The new school compact will be signed for and given out with the report cards in November. Teachers will once again notify parents to come in for the compact. If parents are not able to attend report card conferences arrangements will be made to send home the compact in order to ensure that all families receive and sign it.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

6. How will the school report its student achievement data to families and the community?

   The annual School Report Card will be sent to all stakeholders at School 14 which gives a snapshot of student achievement and the improvement status of our school.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

   Notices will be sent home and follow up calls will be made in order to inform students of our annual objectives and our progress on meeting them.

8. How will the school inform families and the community of the school's disaggregated assessment results?

   Data will continue to be disseminated at conference nights and parent meetings.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

   Parents will be encouraged to review the plan and to make suggestions and revisions as they see needed.

10. How will the school inform families about the academic achievement of their child/children?

    Teachers have ongoing communication with parents. Also, daily and weekly logs are set up as a communication tool involving achievement. Award assemblies are held quarterly to celebrate student success.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

    NA

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	20	We continue to be a highly qualified and motivated staff that continues to strive for self-improvement through meetings, staff development, and job embedded mentoring.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	NA	
	NA	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	2	Our paraprofessionals have sixty or more college credits or Bachelor Degrees. They take part in all staff training.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	NA	
	NA	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
District posts job openings and requires an intensive application for hiring. The Principal and the SCIP Team will interview candidates.	**Department of Human Resources** **Building Administrator**